

**INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES**

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

Dyslexia Institute of Indiana

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Satisfactory	Lesson matches original description	n/a	Criminal Background Checks	In Compliance
Recruiting Materials	Satisfactory	Instruction is clear	n/a	Health/safety laws & regulations	In Compliance
Academic Program	Satisfactory	Time on task is appropriate	n/a	Financial viability	In Compliance
Progress Reporting	Satisfactory	Instructor is appropriately knowledgeable	n/a		
Assessment and Individual Program Design	Satisfactory	Student/instructor ratio:	n/a		

Due to scheduling conflicts, an on-site observation of Dyslexia Institute of Indiana was not conducted for 2007-2008. Dyslexia Institute of Indiana will receive an on-site visit in 2008-2009.

ACTION NEEDED: None

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Dyslexia Institute of Indiana
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 5/23/08

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	<p>BOTH of the following:</p> <ul style="list-style-type: none"> -Tutor resumes/applications (<u>all tutors</u>) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>) 	<ul style="list-style-type: none"> • Tutor resumes • Orton-Gillingham training agendas • Invoices for Orton-Gillingham training • Tutor evaluations 		X	<ul style="list-style-type: none"> • All tutors have completed at least some higher education (majority have at least Bachelor's degrees). As per DII's application, tutors have classroom experience or experience working with youth. All tutors have completed 40 hours of Orton-Gillingham training. • Orton-Gillingham training provided across 10 sessions in a one-month period, equaling 40 hours of training. • Training includes brain research, information on dyslexia, and in-depth training on the various components of the Orton-Gillingham method. • Certificates of completion are awarded to tutors after completing Orton-Gillingham training. • Tutor evaluations document tutor performance during drills, concept review, and other portions of Orton-Gillingham methods.
Recruiting materials	<p>TWO of the following:</p> <ul style="list-style-type: none"> -Advertising or recruitment flyers -Incentives policy -Program description for parents 	<ul style="list-style-type: none"> • Incentives policy • Tutoring brochure 		X	<ul style="list-style-type: none"> • Incentives are not offered by this provider. • Tutoring brochure describes Orton-Gillingham method and information about dyslexia. Information provided in brochures about lessons matches description in originally approved application.

Academic Program	<p>ONE of the following:</p> <ul style="list-style-type: none"> -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with. 	<ul style="list-style-type: none"> • Lesson plan for one lesson • Correlation to Indiana standards 		X	<ul style="list-style-type: none"> • Lesson plan is related to Orton-Gillingham and includes drills to be used in visual, auditory, and blending; review; introduction of something new; spelling; oral reading; and assessment. Submitted lesson plan matches program description in originally approved application. • Lesson plans are aligned to student needs based on the Gallistel-Ellis Test of Coding Skills. • Each section of lesson plan correlates to academic standards that are level-appropriate based on student's pre-assessment.
Progress Reporting	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent 	<ul style="list-style-type: none"> • Progress reports • Copy of SES contract for IPS • Tutor agreements • SES agreements 		X	<ul style="list-style-type: none"> • Progress reports include pre-assessment scores and specific goals in terms of growth on the pre-assessment to the post-assessment. • Progress report details skills introduced and the dates they were covered, as well as information about what will take place in the remainder of SES sessions. • Progress reports include information about student strengths/weaknesses in the form of pre-test scores. Some progress reports include information about student behavior. • Progress reports are submitted monthly, as evidenced by the tutor agreements. • Progress reports generally reflected that students were working on standards identified on the SES agreements. • Per one district surveyed, progress reports have been submitted in a timely manner. • Progress reports include most information required in the IDOE progress report checklist. However, in accordance with the checklist, progress reports must include specific information as to how students are improving achievement, and a written statement that recommendations can be made. Revised progress reports were submitted..

Assessment and Individual Program Design	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards. 	<ul style="list-style-type: none"> • Description of process used to develop individual learning plans • Suggested order of presentation for Orton-Gillingham • Overview of Gallistel-Ellis test of coding skills • Gallistel-Ellis test of coding skills summary sheet • Correlation between Gallistel-Ellis and Indiana standards • Skills Integration Chart 			<ul style="list-style-type: none"> • Individual learning plans are developed after an academic goals conference with the parent and the administration of the Gallistel-Ellis pre-assessment. • Learning plans are used to design specific lessons for each student. Individual lesson plans include drills, visual, auditory, and blending activities, and review of old concepts. Each lesson plan is created based on skills mastery from the previous lesson. • Orton-Gillingham suggested order of presentation helps tutors design lesson plans for students that are based on the GE pre-assessment. • Gallistel-Ellis assessment correlates to reading standards 1 and 6 by assessing understanding of phonics structure, pronunciation of letters, reading skills, and spelling. • After pre-assessing a student with the Gallistel Ellist Test of Coding skills, the Orton-Gillingham Suggested Order of Presentation is used to start students with simple skills and move to more complex materials. The Skills Integration Chart is used to complement the Suggested Order of Presentation in planning lessons for students based on pre-assessment results, goals, and needs. Students must master basic skills in each layer before moving on to more complex skills.
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On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER:
SITE:
TUTOR'S INITIALS (ALL TUTORS OBSERVED):
NUMBER OF LESSONS OBSERVED:

DATE:
REVIEWERS:
TIME OF OBSERVATION:

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

Due to scheduling conflicts, IDOE was unable to complete a monitoring visit for this provider during the 2007-2008 school year. A monitoring visit for this provider will be conducted during the 2008-2009 school year.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application					
Instruction is clear					
Time on task is appropriate					
Instructor is appropriately knowledgeable					
Student/instructor ratio: Ratio matches that reported in original provider application					

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Dyslexia Institute of Indiana
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 5/23/08

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	<ul style="list-style-type: none"> Criminal background checks submitted for all tutors. 	X	
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> ONE of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	<ul style="list-style-type: none"> Student release policy Evacuation plan/health and safety protocol 	X	
Financial viability	ONE of the following: -Documentation of liability insurance coverage <i>In addition to:</i> ONE of the following: -Audited financial statements -Tax return for the past two years	<ul style="list-style-type: none"> Documentation of liability insurance Audited financial statements 	X	